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GUIDE TO PRACTICES AND PROCEDURES FOR THE SLOW LEARNING PROGRAM IN SECONDARY SCHOOLS.
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CINCINNATI PUBLIC SCHOOLS

DEPARTMENT OF ADMINISTRATION AND PERSONNEL

DIVISION OF SPECIAL EDUCATION

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GUIDE TO PRACTICES AND PROCEDURES

for

THE SLOW LEARNING PROGRAM

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CONTENTS

	Page
Age Range	17
Attendance & Behavior Problems	4
Books: Supplementary & Text	17
Budget	17
Class Size	16
Curriculum Guide	18
Eligibility for Slow Learning Classes	1
Equipment and Furniture	17
Final Exams, Procedures	11
Graduation	9
Housing of Slow Learning Classes	16
Instructional Supplies	17
Opening New Slow Learning Classes, Procedures	18
Placement of Pupils, Procedures	1
Program & Courses for Junior High	5
Electives	5
Suggested Allocation of Courses	5
Program & Courses for Senior High	6
Electives	6
Suggested Allocation of Courses	7
Promotion Procedures	13
Reporting to Parents	11
Responsibilities of Principals for Slow Learning Classes	16
Responsibilities of Teachers for Slow Learning Classes	16
Scheduling Practices	9
Slow Learning Class Program	4
Slow Learning Work-Study Program	7
Termination & Exclusion from Slow Learning Classes	3
Transfer of Slow Learning Pupils	3
Transportation	17
Work Experience Program, Junior High	8
Work Experience Program, Senior High	8

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CINCINNATI PUBLIC SCHOOLS
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GUIDE TO PRACTICES AND PROCEDURES for THE SLOW LEARNING PROGRAM IN SECONDARY SCHOOLS

Introduction

The following material has been prepared to serve as a guide to principals and teachers who have the responsibility for slow learning classes in secondary schools.

Eligibility for Slow Learning Classes

The State Division of Special Education sets forth the following requirements for determining eligibility of pupils for classes for slow learners. A pupil must:

1. Be tested on an individual intelligence test. (I.Q. within the range of 50 through the middle 70's.) Test scores must not be more than three years old.

2. Be recommended for placement in a slow learning class by a qualified psychologist.

3. Have sufficient maturity to permit adjustment to general school routines.

4. Be achieving substantially below his age grade placement and should generally be failing academic subjects in the regular program in which he is enrolled.

5. Be of legal school age.

Procedure for Placement of Pupils

The following procedures pertain to the placement of pupils in slow learning classes:

1. Placement of pupils in slow learning classes is made only by the Division of Special Education. This is done in two ways:

   A. By written notification, using the ASSIGNMENT NOTICE. (See appendix 1.)

   B. By a class assignment sheet. This method is used only at opening of school in September or when a new class is established. The class assignment sheet lists the names of all pupils assigned to a slow learning class by the Division of Special Education.

Principals should admit no pupil to a slow learning class unless his name appears on the assignment sheet or unless written notification has been received.

2. Before a pupil can be placed in a slow learning class, a recommendation for consideration for such placement must be made by Psychological Services. This recommendation is usually made when a pupil scores within the range of 50 - 75 I. Q. on an individual psychological test and has demonstrated an inability to profit sufficiently from the program of the regular grades.

3. The psychological data on each pupil recommended for consideration for placement in a slow learning class is sent to the Division of Special Education for final approval. When approval is granted, an Assignment Notice is sent to the sending school principal, the receiving school principal and teacher, and the Division of Psychological Services.

4. The Assignment Notice represents the authority for the sending school principal to gain parental consent for placement of the pupil in the slow learning class which is indicated on the notice. It is suggested that a "face-to-face" conference be conducted by the principal or school counselor with the parents to gain their understanding and approval for the slow learning class placement. If parents do not consent to placing their child in a slow learning class, placement will not usually be effected or forced. In such cases, the Assignment Notice should be returned to the office of Special Education as per instructions appearing on the notice.

5. Priority for placement in secondary classes for slow learners is usually given to pupils living in the school district housing the slow learning class. However, slow learning pupils residing outside the school district housing the slow learning class may be assigned by the Division of Special Education.

   When class enrollment has reached capacity, pupils will be placed on waiting lists. Out-of-district pupils who are enrolled in slow learning classes which have reached enrollment capacity may not be transferred or dropped from the class to make placement for district pupils needing special education services.

6. If a pupil is recommended for slow learning placement and there is no available space, his name is placed on a waiting list for the slow learning class nearest his home school. When openings occur, these pupils are assigned to a slow learning class by the Division of Special Education according to the date of placement on the waiting list.

7. Generally, pupils who have reached their 15th birthday will not be considered for placement in the slow learning program. Exceptions may be granted to pupils new or returning to the Cincinnati Public Schools.

Transfer of Slow Learning Pupils

Pupils moving out of the Cincinnati Public School District should be processed in the regular manner. Withdrawal notices should indicate that the pupil was a member of a slow learning class. The Division of Special Education should be notified of the withdrawal.

Pupils who move out of the school district of the slow learning class they are attending but who remain in the Cincinnati Public Schools should not be issued a transfer until the Division of Special Education is consulted. This procedure is necessary to insure the pupils' continued placement in a slow learning class. Not all secondary schools have slow learning classes. Many existing secondary classes for slow learners have maximum enrollments and/or waiting lists.

Termination and Exclusion from Slow Learning Classes

Termination of special class placement at the secondary level may take the following forms:

- Return to regular classes
- Exclusion by demonstrating that the pupil is not profiting
- Medical exclusion
- Expulsion by the Superintendent
- Approved full-time work contract or home permit
- Pending work permit with the attendance center's authorization
- Eighteen years of age
- Pupil's residence change beyond the Cincinnati School District

1. Return to a regular program is made upon recommendation of the school psychologist. This recommendation is made when the pupil demonstrates adequate school achievement and capacity to learn within normal range on standard individual psychological tests. Return to the regular program must be approved by the Division of Special Education.

2. Exclusion from public school attendance because the pupil is not profiting is done upon recommendation of Psychological Services and upon the approval of the State Division of Special Education. Exclusion of slow learning pupils from school must be done in accordance with regulations of the State Department of Education. Request for possible exclusion is initiated by the school through written referral to Psychological Services. The Division of Psychological Services collects and submits data for exclusion to the State for approval.

   Usually, the data must include evidence that the pupil is not profiting from the special class program and an I.Q. test score of below 50 on an individual psychological test.

   Exclusion is also approved for some pupils who are over 16 years of age and who test below 70 I.Q. on an individual psychological test. In these cases, evidence must be submitted which clearly supports that the pupil is not profiting from school attendance.

Poor social adjustment, excessive absence, non-cooperative attitudes toward classroom activities, are examples of the kind of supporting data which indicates a pupil is not profiting from continuance in a slow learning program.

Generally, principals or school counselors will interpret school exclusion to parents through a personal conference. The Division of Psychological Services or the Division of Special Education may be contacted for help in interpreting exclusions in unusual cases.

3. School termination may also be based upon a medical excuse. It may be necessary to request exclusion for a pupil confronted with a severe physical or emotional problem. Requests for an exclusion of this nature must be directed to the proper attendance center for evaluation and processing.

4. A pupil consistently demonstrating behavior which is detrimental to the health and welfare of others or whose presence severely interferes with the instructional program may be considered for expulsion by the superintendent of schools. Such expulsion extends for the remainder of a given semester. Cases of this nature should be referred to the proper attendance center.

   It is desirable that personnel from the attendance center be invited to assist in developing plans for pupils confronted with serious physical, emotional, and behavior problems before drastic measures become necessary.

5. The same regulations which apply to excuse from school attendance for regular grade pupils also apply to slow learning pupils.

   Slow learning pupils may have school terminated because of approved full-time work contract or home permit, a pending work permit with the attendance center's authorization, residence change beyond the Cincinnati School District, or upon reaching 18 years of age.

Attendance and Behavior Problems

Attendance and behavior problems involving slow learning pupils should be referred to district attendance center for adjustment. Severe and persistent problems should also be brought to the attention of the Division of Special Education.

Slow Learning Class Program

The secondary school program consists of two levels: junior and senior high. The junior high school program is designed for pupils who are thirteen through sixteen years of age. The program for the senior high school serves pupils ranging in age from sixteen through eighteen - in some instances this program is extended through the nineteenth year.

The secondary school program for slow learners attempts to develop socially adequate individuals, responsible citizens, and workers. The curriculum is closely geared to problems of living such as, keeping healthy, living safely,

using leisure time wisely, earning a living, becoming a homemaker, etc. The curriculum is detailed in Bulletin #119 The Slow Learning Program in the Elementary and Secondary Schools.

Pupils of slow learning classes should be encouraged to participate in school activities. Experience has shown that slow learners can participate successfully in areas such as athletics, assembly programs, social activities, school projects, and graduation exercises.

Prescribed Program and Courses for Junior High

The prescribed curriculum for completing the junior high school program shall include:

English	3	units
Math	3	"
Health	2 1/2	"
Social Studies (including one in civics)	3	"
Science	2	"
Job Relations	1	"
Physical Education	1 1/2	"
Total Required Courses	18	"
Electives	2	"

Electives

The following elective courses should be offered at the junior high school level.
At the 7th and 8th grade level, select 1/2 unit course from the following:

Arts and Crafts - 1/2 unit (one grade level)
Music - 1/2 unit (alternate grade level)

At the 9th grade level, offer the following:

Home Economics (girls) - 1 unit
Industrial Arts (boys) - 1 unit

Suggested Allocation of Courses

JUNIOR HIGH

The following courses are recommended for the various grade levels:

7th Grade S. L.	Pds. Per Wk.	8th Grade S. L.	Pds. Per Wk.	9th Grade S. L.	Pds. Per Wk.
English	5	English	5	English	5
Social Studies	5	Social Studies	5	Civics	5
Mathematics	5	Mathematics	5	Mathematics	5
Science	5	Science	5	Job Relations	5
Health	5	Health	5	Health	2 1/2
Physical Ed.	2 1/2	Physical Ed.	2 1/2	Physical Ed.	2 1/2
Art or Music	2 1/2	Art or Music	2 1/2	Ind. Arts or Home Ec.	5

Prescribed Program and Courses for Senior High

The prescribed curriculum for slow learning classes for high school graduation shall include:

	English	3	units
	Mathematics	3	"
*	Occupational Education	3	"
	Social Studies	3	"
**	Health	1 1/2	"
	Science	1	"
	Driver Education	1/2	"
	Physical Education	1	"
***	Total Required Courses	18	"
	Electives	2	"

* Within the three hours of occupational education, the pupil must have a minimum of one semester of successful working experience.

** Driver Training may be scheduled as a part of the health program at the senior high level.

***Credit for basic academic courses will be given for successful work experience because one of the major purposes of the high school program is to provide the pupil with an opportunity to gain actual occupational experience under supervision. This experience also provides many opportunities for practical application of the knowledge and skills acquired in basic courses.

Electives

The following elective courses should be offered to complete requirements for graduation from the curriculum of slow learning classes:

At the 10th and 11th grade level, select one-half unit course from the following:

Arts & Crafts	1/2 unit
Music	1/2 unit
Industrial Arts	1/2 unit
Home Economics	1/2 unit

At the 12th grade level, select one unit course from the following:

Home Economics	1 unit
Industrial Arts	1 unit
Music	1 unit
Art	1 unit

Suggested Allocation of Courses

The following courses are recommended for the various grade levels:

SENIOR HIGH

10th Grade S. L.	Pds. Per Wk.	11th Grade S. L.	Pds. Per Wk.	12th Grade S. L.	Pds. Per Wk.
English	5	English	5	English	5
Mathematics	5	Mathematics	5	Mathematics	5
Social Studies	5	American History	5	Amer. Probs.	5
Occupational Ed.	5	Occupational Ed.	5	Occupational Ed.	5
(Dr. Train. Optional) Health & Driver Ed.	5	(Dr. Train. Optional) Health	5	(Dr. Train. Optional Health-Science	5
Physical Ed.	2 1/2	Physical Ed.	2 1/2		

ELECTIVES

Select one course per semester from the following:

10th Grade S. L.	Pds. Per Wk.	11th Grade S. L.	Pds. Per Wk.	12th Grade S. L.	Pds. Per Wk.
Music	2 1/2	Music	2 1/2	Home Ec.	5
Arts & Crafts	2 1/2	Arts & Crafts	2 1/2	Ind. Arts	5
Ind. Arts	2 1/2	Ind. Arts	2 1/2	Arts & Crafts	5
Home Ec.	2 1/2	Home Ec.	2 1/2	Music	5

Slow Learning Work-Study Program

Providing the slow learner with real work experience is an essential part of the secondary school program. Some junior high school pupils should be permitted to gain work experience within the confines of the school in the school store, cafeteria, etc. At the senior high school level, a co-op work program is in operation. Adjustments in the school program of individual pupils should be permitted in order that they may participate in the work-study program. The following is a brief description of the work-study program and its objectives.

The objectives of the program are:

1. To develop attitudes, habits, and understandings needed to hold a job.

2. To develop basic skills necessary to perform routine and non-skilled jobs.

3. To provide pupils with a variety of work experiences.

4. To extend the pupils' understanding of the work-a-day world that they may make an adequate vocational adjustment upon completion of their school program.

The Junior High School Work Experience Program

All slow learning pupils enrolled in the junior high special education program become eligible to participate in the following two phases of the program:

1. Training in Job Skills

Pupils have an opportunity to develop elementary job skills in at least three work areas. The objective is to develop basic habits, attitudes, and skills required to successfully hold a job in at least one of several work areas.

During this period, the teacher observes and evaluates work skills, social maturity, and the manual dexterity of each pupil.

This information is used in the training, guidance, and placement of the pupils. Pupils are given the opportunity to train in the following work areas:

- cafeteria work
- retail service
- auto maintenance and care
- office services
- building maintenance and care
- home maintenance and repair (boys)
- home management and care
- domestic service (girls)

2. On-the-Job Training Within School

After pupils have completed training in job skills, they become eligible for placement on a job within the school. They work primarily as cafeteria helpers, school porters, and in routine clerical work in the school office and library. In some instances they are paid for services performed.

The special class teacher has an opportunity to observe and evaluate the pupils' performance in a real job situation, and the information is used in making recommendations for the senior high school work program.

The Senior High School Work Experience Program

All slow learning pupils enrolled in the senior high special education program become eligible to participate in the following two phases of the program:

1. Classroom Program

Here activities are developed which prepare pupils to take their places in the work-a-day world. Emphasis is placed upon:

- filling out an application blank
- what to do on a job interview

- o what makes a good worker
- o solving on-the-job problems
- o learning about unions, taxes, social security, etc.
- o dressing appropriately for the job
- o importance of good grooming, etc.

2. On-the-Job Training Outside of School

Selected pupils are placed in jobs in institutions, industries, and businesses in the community either on a part-time or co-op basis.

A co-op assignment is defined as a job placement cooperatively arranged between the school and an employer in a work training program.

The job placement is considered a regular part of the school day and program. Pupils are paid for the work performed. When not working on the assigned job, the pupil attends the special education program of his grade level.

A full-time occupational coordinator is assigned to the co-op work program. The occupational coordinator works as a liaison person between pupil, school, and employer. In addition, he makes all co-op work assignments, does pupil evaluation, and relates occupational problems to the classroom program.

Graduation

Pupils successfully completing the slow learning curriculum shall be awarded certificates during the regular high school graduation exercises. They should be permitted to participate in the senior class activities.

Scheduling Practices

The following scheduling procedures are suggested for the secondary school program for slow learners:

1. Slow learning pupils at the secondary level should be assigned to a self-contained home room.

2. Ordinarily, classes at the junior high school level should operate as self-contained units which receive their academic subjects from their home room teacher.

3. Classes at the senior high school level should be departmentalized insofar as possible among teachers assigned to teach slow learning pupils. Individual teachers assigned to slow learning classes may be designated to teach specific subjects to all slow learning classes within the building.

   For example, one teacher may be assigned to teach English to all slow learning classes, another mathematics, etc.

4. Generally, teachers of slow learning classes shall be required to teach slow learning pupils for a minimum of five class periods per school day. Ordinarily, one period per day should remain unassigned. The unassigned period shall be used for administrative purposes, planning, correcting of papers, and preparation of material.

5. Generally, slow learning pupils should be programmed as a self-contained group into one special subject area per day. It is recommended that this special area be taught by a teacher regularly assigned to teach the special area to the regular pupils. Experience has shown that by programming slow learners as a group, better instructional results are obtained. Through use of this method of grouping, teachers can do more efficient planning and instructing to meet the needs of slow learning pupils.

6. It is recommended that class size in special areas of the program not exceed 25 pupils except in the areas of physical education and music.

   Classes in physical education may combine slow learners and lower level regular pupils when necessary. It is recommended that slow learners be grouped for gym with other pupils of comparable grade level.

   For example, the slow learning 7th grade could be grouped with a low section of the regular 7th grade.

7. At the junior high school level, slow learning classes should be scheduled as a self-contained group into music or art at the 7th and 8th grade levels.

   At the 9th grade level, the slow learning girls should be scheduled with a regular grade group for five periods of home economics. Boys at the 9th grade level should be scheduled into industrial arts as a self-contained group for five periods per week. The industrial arts program for 9th grade slow learners should be similar in content to that offered to the 7th grade regular class.

   Because the 9th grade slow learning classes will be scheduled for out classes for a total of 7 1/2 periods per week, the teacher assigned to the 9th grade slow learning class will not teach slow learners the required five periods per day.

   On those days when the 9th grade teacher is scheduled to teach his class only four periods, it is suggested that he be assigned to do remedial work with a small select group of low achieving pupils from the 7th and 8th grade slow learning classes.

8. At the senior high school level, scheduling into the special areas may be facilitated by programming two or three slow learning classes for special subjects during the same period of the day. If this suggestion is followed, the slow learning pupils may be regrouped for participation in the special subject areas.

Also, by following this plan, realistic class sizes in the special subject areas can be maintained to insure an adequate instructional program.

Procedures for Final Exams

Classes for slow learning pupils should follow the same schedule for mid-term and final examinations as followed by all other secondary school classes. The classroom teacher will develop and grade the examination material. Examination grades should be entered in the school records.

The examination should be simple in form and should cover the content of work emphasized during the semester.

When determining the final grade for a semester, care should be exercised so that a minimal amount of weight is given the grade received on the final examination.

Examination grades shall not constitute more than one-fourth of the final grade.

Reporting to Parents

The following procedures pertain to use of report cards with slow learning classes:

1. The same report card and grading symbol should be used in the secondary school program for slow learners as is used in the regular secondary school program.

2. At the secondary school level, a slow learning pupil should be classified according to a specific grade level in the slow learning program. This specific grade level should be followed by "S. L." to indicate slow learning class placement. Each subject area should also be followed by the designation "S. L." to indicate differences in this course from those of a similar course title in the regular grades.

   The following is a sample report card for a 7th grade slow learning pupil.

HOME REPORT
Cincinnati Public Schools

Name _____
Last Name First

Home Room Grade 7 S.L. Year

ACH JR. HIGH SCHOOL

Subjects	No. Periods	1st	2nd	3rd	Exam.	Term Av.	4th	5th	6th	Exam	Term Av.	Yr. Av.
English S.L.	5											
Math. S.L.	5											
Soc. St. S.L.	5											
Science S.L.	5											
Health S.L.	5											
Phys. Ed. S.L.	2 1/2											
Arts&Crafts S.L.	2 1/2											
Days Absent												
Times Tardy												

3. Report grades for each subject at the secondary level shall reflect:

   A. The pupil's academic proficiency in the particular course

   B. The pupil's social adjustment as constituted by his school and classroom conduct, attitudes, and efforts.

   The rationale for this approach to grading is based upon experience and research which clearly demonstrates that the success or failure of slow learning pupils in adult responsibilities and in occupational endeavors are closely related to the individual's positive attitudes, habits, and social relationships.

4. Irregular attendance cannot possibly be conducive to receiving passing grades. For example, pupils who have 40 or more days of absence should not be considered for promotion. If a school's promotion is based on less than 40 days, then that number of days would be in effect.

5. Grades for specific courses shall be computed by averaging attitude - which includes effort - conduct, and academic achievement. Excessive unexcused absence should be reflected in the pupil's academic attitude and conduct grades.

A. David may be weak in academic achievement, but show superior strength in social habits and attitudes; so, his report card might look like this:

English	D = 1 point
Conduct	B = 3 points
Attitude	A = 4 points
	8 points

8 points ÷ 3 areas = 2.33 or C

David would receive C in English.

B. Betty may show strength in academic skills but display negative social tendencies; so, her report card would look like this:

English	A = 4 points
Conduct	F = 0 points
Attitude	F = 0 points

4 points ÷ 3 areas = 1.3 or D

Betty would receive D in English.

6. Teachers have a responsibility to pupils for helping them to:

   A. Understand the meaning of their grades

   B. Become aware of how grades are computed

   C. Understand the underlying cause for their grades.

Promotion Procedures

Each spring teachers and principals are requested to make recommendations regarding the promotion or retention of slow learning pupils. In most cases, the recommendations of the teacher and principal are followed. All promotions or retentions are to be by grade level rather than by subject area.

A guide has been developed to help principals and teachers to do this job effectively. This guide takes into account such factors as:

1. Social maturity

2. Ability to work independently

3. Physical maturity in keeping with age

4. Academic achievement

5. I.Q. rating

6. The pupil's age as of September 1, and

7. School attendance.

The guide that has been developed for the secondary school is as follows:

PROMOTION PROCEDURE

Junior High School — Ages 13 through 15 years

Seventh Grade Program. Pupils who are 13-9 on September 1 of the next school year may be considered for promotion to the eighth grade slow learning program, provided they have successfully completed the seventh grade slow learning program.

Teachers are encouraged to retain pupils who are socially, physically, emotionally, or intellectually immature. Pupils who have excessive unexcused absences should not be considered for promotion. No pupil who will reach his 16th birthday during the course of the current school year should be retained in the seventh grade.

Eighth Grade Program. Pupils who are 14-9 by September 1, may be considered for promotion to the ninth grade special class program, providing they have successfully completed the eighth grade special class program. Pupils may be retained in the eighth grade program if, in the teacher's opinion, they are too socially, physically, emotionally, or intellectually immature to make adequate adjustment to the ninth grade program. Pupils who have demonstrated poor school adjustment, low motivation, or excessive unexcused absences should not be promoted.

No pupil who will reach his 17th birthday during the next school year should be retained in the eighth grade program.

Ninth Grade Program. Pupils must be, at a minimum, 15-9 by September 1 of the next school year to be considered for promotion to a tenth grade program located in a senior high school. This means that all pupils' birth dates must be before December 1. Teachers should evaluate each pupil carefully before promoting to the high school program.

Such factors as the pupil's ability to travel, his capacity and willingness to take part in the occupational program, his general social maturity, and his school attendance record should be given close consideration in determining promotion to the tenth grade. Generally, pupils will need to have an academic achievement level of at least third grade to successfully participate in the senior high school program.

Pupils who have demonstrated poor attendance, little interest, or aptitude for the ninth grade program should be referred for psychological testing for possible exclusion from school. When sufficient evidence is presented to the State Department to substantiate that a pupil is not profiting from further school attendance, he may be excluded, provided he has reached the age of 16 and tests below 70 I. Q. on a recent test.

If exclusion of a pupil should be considered, it is necessary to immediately send in a brief report on a separate sheet stating the pupil's name, date of birth, dates and achievement scores, date and psychological test score, average report card grade, days absent in current year, times tardy, and a statement of why exclusion is requested. If a case for exclusion can be made, it is usually possible to have a retest made to verify the I. Q. score.

A small number of pupils may profit from retention in the ninth grade program. No pupil who reaches his 18th birthday during the current school year may be retained in the ninth grade.

Senior High School — Ages 16 through 18 years

Tenth Grade Program. Pupils who are a minimum of 16-9 by September 1 of the next school year may be considered for promotion to the eleventh grade special class program, providing they have successfully completed the tenth grade program.

A pupil's social maturity, interest in school, behavior, attendance, and participation in the work program should be carefully evaluated before promotion or continuance in the slow learning program is granted. Pupils who are not profiting should be referred for psychological testing for possible exclusion from school.

In such cases, it will be necessary for the teacher to submit a brief report which indicates evidence that the pupil is not profiting from further continuance in the school program. Any pupil who becomes 18 during the current school year should have his school record carefully evaluated for possible termination.

Eleventh Grade Program. Pupils who are a minimum of 17-9 by September 1 of the next school year may be considered for promotion to the twelfth grade program.

Only those pupils who are able to participate in the work training program, who have interest in participating in the academic program, and who have good school behavior and attendance records should be considered for promotion.

Any pupil who becomes 18 during the current school year should have his school program terminated if, in the opinion of the school personnel, he is not benefiting from participation in the slow learning class program.

Twelfth Grade Program. Pupils who become 19 years of age and who are in the twelfth grade shall be permitted to complete the special education program. Any pupil who becomes 19 years of age during the current school year shall have school placement terminated if, in the opinion of the school personnel, he is not benefiting from participation in the slow learning class program.

Pupils completing the special education program shall take part in the regular graduation exercises. However, they shall be awarded a special certificate of completion rather than a diploma.

Responsibilities of Principals for Slow Learning Classes

In general, principals have the same administrative and supervisory responsibilities for slow learning classes as they have for all other classes in the school.

The only major exception to this general principle is in the placement, transfer, and termination of placement of pupils in slow learning classes. These exceptions by state regulations are the responsibility of the Division of Special Education.

Responsibilities of Teachers of Slow Learning Classes

Teachers of slow learning classes are expected to share equally with other teachers within the building essential responsibilities in the performance of necessary duties for the efficient operation of a school plant and program.

Housing of Slow Learning Classes

The State Division of Special Education sets forth the following standards regarding housing of secondary slow learning classes:

1. Classes shall be housed in regular school buildings in which children of corresponding age are housed.

2. A slow learning class shall have a room comparable in physical facility to rooms used for housing other pupils in the school.

It is further recommended that the slow learning classes should not be isolated from other classes in the school.

Class Size

The State Division of Special Education sets forth the following regulations regarding slow learning class size:

1. "A secondary unit, three or four year age range, shall not exceed an enrollment of 20 pupils.

2. A secondary unit, one or two year age range, shall not exceed an enrollment of 24 pupils.

3. In a secondary unit, where a work-experience program is in operation, maximum class size may be adjusted upward.

4. Maximum class size should be adjusted downward for individual units at any age level where multiple-handicapped pupils are enrolled."

Age Range — There shall not be a spread of more than four calendar years between the oldest and youngest pupil in a unit.

Transportation — Regulations governing transportation are outlined in the manual of Rules and Regulations of the Cincinnati Board of Education.

Generally, a pupil living more than one and one-half miles from his assigned school will receive two bus tokens per day with no cost to the family, provided the pupil is assigned to a secondary school outside his home school district.

If the slow learning pupil is assigned within his home school district, he is not entitled to free transportation, even if the distance should exceed one and one-half miles.

All questions pertaining to transportation should be referred to Pupil Work Certificate - Transportation Office located at Guilford School.

Budget — A separate budgetary allotment for instructional supplies for classes for slow learners is provided to secondary schools having special classes. The allotment for each class is approximately $120 per year, subject to annual change. Special coding is necessary for all expenditures from this budget. Monies budgeted for slow learning must be used only for purchase of instructional supplies and materials for these classes.

Monies from the supply budget can be used to reimburse the special area of the program in which the pupil participates such as, home economics, arts and crafts, and industrial arts. Total reimbursement should not exceed $2.00 per pupil per year. This sum can be divided among the special areas in which the pupil is participating

Equipment and Furniture — Lists of suggested equipment and furniture for secondary units are available from the Division of Special Education. Essentially, the furniture and equipment for slow learning classes are the same as that used in regular secondary classes. The major difference is that in classes where three grade levels are contained in one classroom, the equipment and furniture must be scaled to meet the needs of at least a four-year age range.

Instructional Supplies — Lists of suggested basic supplies for instructional purposes for the secondary classes are available from the Division of Special Education.

Books: Supplementary and Text — A special list of supplementary books for slow learning classes has been compiled. The supplementary book budget is approximately $50 per slow learning class, subject to annual change. Supplementary books used in

slow learning classes should be purchased to meet the special needs of the class. It is recommended that all supplementary books for slow learning classes be delivered to, used, and housed in the slow learning class for which they are ordered. The method for ordering these books is the same as that used for regular classes.

Specially selected books to be used as textbooks are provided for secondary slow learning classes. A list of these titles is available from the Division of Special Education. All titles are warehoused and should be ordered by using a warehouse requisition. Orders for textbooks will be subject to the approval of the Division of Special Education.

Curriculum Guide

A curriculum bulletin titled, The Slow Learning Program in the Elementary and Secondary Schools has been developed to guide the secondary classroom program for slow learners. This bulletin is available to all principals and teachers through warehouse requisition.

Procedure for Opening New Slow Learning Classes

Consideration is given to opening additional classes for slow learners whenever the following conditions prevail:

1. Fifteen pupils are identified in a school as needing a slow learning class placement. Children identified must be in an age range of either 13 - 15 year age group or 16 - 18 year age group.

2. Classroom space to house the slow learning unit must be available in the school.

3. A suitable teacher is available to teach the slow learning class.

4. The request for the additional slow learning class should be known by the Division of Special Education at the time the secondary schools make their organizational plans in the spring.

When the opening of the additional slow learning class has been approved, the school principal will be informed by the Division of Special Education.

Equipment, furniture, and supplies will be ordered by the school from lists provided by the Division of Special Education.

Texts and supplementary books will be ordered for the class by the Division of Special Education.